Reflection1

Before the program begins, I'd like to view the students' video so I have some personal knowledge about the students, such as their birthdays, hobbies, etc. So whenever there is a teachable moment I can incorporate that information. I think to know my students' background and language level can better help them improve quickly.

I am excited to attend online meetings and can't wait to give everyone a big hug at UVA on the following Monday.

In the beginning, I thought online teaching is less interactive than face-to-face due to the computer screen. While I was studying with Gao Laoshi on how to record on Tuesday, she gave me a demo first, then, I tried to do it by myself. Gao Laoshi taught me how to share my computer screen, she gave me instructions step by step. In the end, I finished my first video. I think if I use nearpod and zoom skillfully, I will give student more interaction online.

How to adjust the teaching speed is the most important while transitioning from F2F to online teaching. As everyone knows, learning foreign language is not an easy thing, especially Mandarin is the one of the hardest languages. Teaching and learning speed needs adjust depending on students' language level and learning style. More practice, more activities and timely feedback can help students feel relaxed, fun, and excited, which can make online class effective and creative.

I will use Zoom, Padlet, Nearpod, PPT to support teaching three communicative modes in online environment. For example, I will give interpretive listening by PPT Audios and reading through Blog, newspaper and article online. I will also give interpersonal conversation by zoom, presentational speaking and writing by zoom and padlet.

The biggest difference in creating teaching materials in online teaching and F2F teaching is authentic, simple and clear, don't only focus on context, content, tons of information, should focus on language skill improvement.

The difference in creating teaching activities in online teaching and F2F teaching is three modes, don't only focus on using technology and showing tons of information, should think about how to use these to make online class fun, interesting and effect in order to improve language level.

Reflection2

Today, I felt better about online teaching, because Tseng Laoshi gave me clear concept on UVa Startalk program. For example, Van Patten's 5 implications on input in SLA. 1, The more input, the better, input is more important for foreign language learners, gave them more and authentic language input, can help them get more sense of Chinese language "zhong wen yu gan".

2,The more interaction, the better, I am very excited to distinguish these three different drill: Mechanical drill, Meaningful drill and communicative drill. While I was learning, I suddenly realized Tseng Laoshi gave me a perfect teaching demo, she tried to make boring and complicated theory to be easily understood by giving some interesting examples and case studies.

3, All learners productions should be meaning-based, or communicative. I really agreed with it. Output is from learners creation, how to improve students' production, I think strong input and tons of interactive, extremely meaningful- based assessment or presentation during class or in real life.

4, Focus on form (or grammar instructions) should be meaning-based and tied to input or communication, Chinese is their second language, teacher should focus on effective communication. This is the important one of 5Cs.

5, We should watch out for what we expect of learners. This is emphasized BACKWARD DESIGN?? I am not sure.

In the afternoon, Lin Laoshi gave me another teaching demo. I enjoyed her lecture. Big teacher is really BIG teacher. I hope I can learned more and more from her.

While we were watching our peers' mini- teaching demo, I was a little bit regretted because I was too rushed to finish my PPT and recording. I asked Yu Laoshi anxiously, " What do you feel about my teaching?" he said, " you did good job.'' , however, I knew, I should be familiar about my students language level and technology.

Reflection3

we gave positive feedback after we watched peer's mini-teaching demos in the morning and afternoon. Everyone's video was found "Liang dian" and gave self-reflection. A lot of teachers' PPT and opinion were high quantified and shown that they already learned from Dr. Tseng, Dr. Gao , Lin laoshi and Cai laoshi. I really like this teaching and learning style. I observed Zhao Laoshi' s mini teaching video, she got 7 principles and gave me more inspiration in the future.

I think I will practice Nearpod and Zoom expertly and masterly. Technology should be effective in my online teaching in the future, on the other hand, I should focus on clear and short input, and push meaningful and abundant output fluency.

Student-centered and three instructional activity should be in MY MIND.

Mechanical, meaningful and communication contexts will be focused and give students more practice time.

In the afternoon, we learned 6 error corrections. Tseng Laoshi gave six handout for each groups. Each group discussed how to make correction while we were teaching online. Recast, Repeat, and Elicitation are usually popular. Teacher should avoid explain by using English.

Dr. Gao gave us more clear instruction on how to use Zoom and Nearpod according to teachers' mini-teaching videos. Zoom is a good online platform, teacher should use its functions and create more interaction and engagement.

Nearpod can check students' comprehension and do speaking and writing activity.

Reflection4

How time flies this first week of onsite training at UVA! How productive and rewarding! This Saturday's rehearsal gave us the most in technology and planning for instruction. The highlights are backward design and instructional activities.

There are three types of instructional activities include mechanical, meaningful and communicative. While we are at rehearsal, Tseng Laoshi, Lin Laoshi and Cai Laoshi made notes and gave us feedback. Teacher Effectiveness for language learning usually think about Mechanical can correct students pronunciation and complete sentences, meaningful activity can focus on context and content, students gave personal answer, communicative activity can give students open ended questions and discuss their ideas and oral/ writing presentation. I think giving students more time to practice by role play, interview and narration, etc.

I also like mindfulness session by a handsome teacher, Anthony. Meditation, Tai-Qi and Yoga can give us mindfulness. I learned self-care is very important for teacher every day. It's good for our teaching and our daily life. Mindfulness, relax, positive attitude, sleep meditation can help us to refresh, and well-developed both in mind and body.

How to solve online issue and develop our technology skills?

It's one way to practice again and again

How to group work? The big group should discuss, divdie into three parts and rehearsal are very important.

Yu Peng Laoshi is my small group co-teacher. We help each other and give feedback timely, effective and sufficient.

Thanks to Tseng laoshi, two Big teachers and other teachers sincerity and deeply.

Reflection5

Team work and collaboration. Team work is another highlight here. It has been extremely smooth and helpful. I learned a lot form my peers, besides making more connections and friendships.

We always work as a team and help each other. We know this is the perfect time to improve our professional skills. We were taught how to use Nearpod and Zoom. The combination of these two tools provides a wonderful platform for teachers and students to interact and to create interactive activities. And the feedback is so quick. We get immediate feedback from students.

Benefit

Leadership, time management and administration. You must care about your students. Just like our instructor does, who gave us quotation about life, and chicken soup. These help us to reduce our anxiety, mental and physical exhaustion.

Reflection6

With regards to reading, I collected almost one hundred books for my students, such as pictures, story books. So students can choose that they like to read. Then they can report it to me. They can identify the characters and sentences in contextualized situations.

I encourage them to write a daily journal. But I don't allow them to use google translate. If I catch them using google translate, I give them a goose egg. The more the write the better.